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Education and the theory of habit.—Each textbook in educational psychology is likely to be organized around some particular emphasis in general psychology, and to find its occasion in the conception that some particular theory has not been given proper emphasis in earlier texts or in general practice. Professor Edwards clearly states the consideration which prompts his new book¹ as follows: "The writer thinks that the habit theory has not received its due in educational practice and perhaps not in educational thought." Education he defines as "the making, modifying, and remaking of more or less permanent dispositions, tendencies, habitudes, or, to use a single term, habits, under the guidance of ideals."

The earlier chapters of the book support this view of the nature of education, the arguments of the author being reinforced by copious quotations. Later chapters deal in a similar way with the problems of learning and the learning curve, the transfer of training, and fallacious habits of thought. The treatment throughout is consistent with the announced theory of the book, so that emphasis on motivation and the supervision of study habits is not unexpected. Some topics are developed almost wholly by specific instances, given as illustrating "concretely and vividly the application of psychological laws."

As a textbook it is well planned to give the student a unified working theory of educational psychology, excellently relieved of non-pertinent material. Some important matters, as, for example, individual differences and changes with the increase of age, receive only incidental attention. A brief classified bibliography and a somewhat comprehensive bibliography of references used in the text add to the value of the book as a work of reference. The multiplicity of quotations affects the style of writing unfavorably and many of the sentences are overloaded.

Unfortunately the publishers have given little thought to the mechanical makeup of the book, and its appearance is anything but attractive. The reading of the text is rendered both more difficult and less enjoyable by the monotony of crowded pages. The content of the book is of sufficient worth to justify more thoughtful consideration of the mechanics of its presentation.

Reorganized science.—Much interest attaches to the report² recently issued by the science committee of the National Education Association Commission on Reorganization of Secondary Education. A committee consisting of forty-seven science teachers has been working for over seven years on the problems involved in the readjustment of science courses to the present-day needs of secondary-school instruction. The committee was organized with a small

¹ A. S. EDWARDS, The Fundamental Principles of Learning and Study. Baltimore: Warwick & York, 1920. Pp. 239.

² "Reorganization of Science in Secondary Schools," Bureau of Education Bulletin No. 26, 1920. Washington: Department of the Interior.